

CONTENT STANDARD 1: Historical Thinking

Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation understanding competing narratives and interpretation; and constructing narratives and interpretations.

K-2	3-4	5-6	7-8	9-10	11-12
<p>1.K-2.1 Identify historical data from multiple source.</p> <p>1.K-2.2 Engage in reading, challenging primary and secondary historical source materials.</p> <p>1.K-2.3 Create timelines which sequence events and peoples, using days, weeks and months; and</p> <p>1.K-2.4 Write short statements of historical ideas and create other appropriate narrative presentations from investigations of source materials.</p>	<p>1.3-4.1 Gather historical data from multiple sources.</p> <p>1.3-4.2 Engage in reading, challenging primary and secondary historical source materials, some of which is contradictory and requires questioning of validity.</p> <p>1.3-4.3 Describe sources of historical information.</p> <p>1.3-4.4 Identify the main idea in a source of historical information.</p> <p>1.3-4.5 Identify ways different cultures record their histories, compare past and present situations and events, and present findings in appropriate oral, written and visual ways.</p> <p>1.3-4.6 Create timelines which sequence events and peoples, using days,</p>	<p>1.5-6.1 Gather information from multiple sources, including achieves or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives.</p> <p>1.5-6.2 Distinguish between primary and secondary sources; and</p> <p>1.5-6.3 Develop written narratives and short interpretative essays, as well as other investigations of source materials.</p>	<p>1.7-8.1 Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts.</p> <p>1.7-8.2 Distinguish between primary and secondary sources.</p> <p>1.7-8.3 Interpret data in historical maps, photographs, art works and other artifacts.</p> <p>1.7-8.4 Examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion.</p> <p>1.7-8.5 Analyze data in order to see persons and events in</p>	<p>1.9-10.1 Gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.</p> <p>1.9-10.2 Interpret oral traditions and legends and “histories”; and</p> <p>1.9-10.3 Use primary source documents to analyze multiple perspectives.</p>	<p>1.11-12.1 Formulate historical questions and hypotheses from multiple perspectives, using multiple sources.</p> <p>1.11-12.2 Evaluate data within the history, social, political and economic context in which it was created, testing its credibility and evaluating its bias; and</p> <p>1.11-12.3 Describe the multiple intersecting causes of events.</p>

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	<div>1.3-4.7</div> <div>weeks, months, years, decades and centuries; and Write short narrative statements of historical ideas and create other appropriate narrative presentations from investigations of source materials.</div>		<div>1.7-8.6</div> <div>their historical context, understand casual factors and appreciate change over time. Examine current concepts, issues, events and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events; and</div> <div>1.7-8.7</div> <div>Develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials.</div>		